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ABSTRACT

Presented is the text of a slide-tape presentation on staff training at the model preschool center of the Child Development and Mental Retardation Center (CDMRC) at the University of Washington in Seattle. The CDMRC is said to consist of a medical research unit, a clinical training unit, a behavioral research unit, and an experimental education unit containing 15 teaching stations which serve handicapped children (0 to 18 years old). Facilities for training interns in the educational unit are said to include an instructional center equipped for visual and auditory presentations, a library, and communications observation booths. Programs in which trainees may intern in the educational unit are described, including a preschool program, two communication programs, a program for children with Down's Syndrome, and various field programs. Trainees accepted at the preschool center are required to be eligible for admission to the graduate school and to an advanced degree program in special education. Elements of the training program are listed, such as the course on the diagnosis and management of the young handicapped child taught by faculty representatives from nine different disciplines, staff training meetings, demonstrations of instructional procedures for trainees, data recording procedures, and the use of television and prompters to facilitate feedback to trainees. Brief descriptions of the slides accompanying the text are included. (GW)

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A CHILD DEVELOPMENT, BEHAVIOR MODIFICATION RESEARCH, AND DATA-BASED MODEL FOR TRAINING TEACHERS OF YOUNG HANDICAPPED CHILDREN

(A slide-tape presentation)

Presented at AERA, New Orleans, Louisiana, February, 1973

34.11 Research-Based Models for Training
Teachers of Handicapped Children

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by

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SLIDE #	SLIDE	NARRATION
1	Title: Experimental Education Unit	(NO AUDIO--USE AS FOCUS AND SETUP SLIDE)
2	Title: Staff Training in the Model Preschool Center	STAFF TRAINING IN THE MODEL PRESCHOOL CENTER A SLIDE PRESENTATION OF THE EXPERIMENTAL EDUCATION UNIT OF THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER AT THE UNIVERSITY OF WASHINGTON IN SEATTLE.
3	Title: CDMRC	THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER EVOLVED FROM MANY YEARS OF PLANNING AND IS THE LARGEST AND MOST COMPREHENSIVE MENTAL RETARDATION RESEARCH AND TRAINING CENTER IN THE UNITED STATES.
4	Overall shot of entire complex	FACULTY MEMBERS FROM SEVERAL MAJOR DISCIPLINES AT THE UNIVERSITY OF WASHINGTON EARLY RECOGNIZED THE NEED FOR BRINGING THE STAFF SERVING HANDICAPPED CHILDREN TOGETHER IN A COMMON FACILITY AT THE UNIVERSITY. THE UNIVERSITY HAD A NUMBER OF CLINICS AND OTHER SERVICES FROM WHICH PARENTS OF HANDICAPPED CHILDREN SOUGHT ASSISTANCE. PARENTS AND OTHER COMMUNITY LEADERS WERE AS INTERESTED AS PROFESSIONAL PERSONNEL IN BRINGING RESOURCES TOGETHER SO THAT PROFESSIONALS COULD WORK MORE ADVANTAGEOUSLY IN BEHALF OF HANDICAPPED CHILDREN.

SLIDE #	SLIDE	NARRATION
4 Cont.		THE CENTER ITSELF WAS AUTHORIZED IN 1963 BY AN ACT OF THE STATE LEGISLATURE. A PERIOD OF MORE THAN TEN YEARS WAS REQUIRED FOR PLANNING, FUNDING, AND CONSTRUCTING THE CENTER WHICH IS MADE UP OF FOUR UNITS:
5	Medical Research	THE MEDICAL RESEARCH UNIT WHICH HOUSES THE DEVELOPMENTAL, BIOLOGY, NEUROLOGICAL SCIENCES, AND THE PERINATAL BIOLOGY PROGRAMS.
6	Clinical Training Unit	THE CLINICAL TRAINING UNIT WHICH IS A MULTI DISCIPLINARY FACILITY DESIGNED TO PROVIDE COMPREHENSIVE EVALUATION AND DIAGNOSTIC SERVICES FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES. THIS UNIT REVIEWS RECORDS OR WORKS UP DIAGNOSTIC INFORMATION ON ALL CHILDREN ADMITTED TO THE PROGRAMS CONDUCTED AT THE EXPERIMENTAL EDUCATION UNIT.
7	Behavioral Research Unit	THE BEHAVIORAL RESEARCH UNIT WHICH COORDINATES THE COMMUNICATION, PSYCHIATRY, AND PSYCHOLOGY RESEARCH PROGRAMS.
8	The Experimental Education Unit	THE EXPERIMENTAL EDUCATION UNIT, UNDER THE DIRECTION OF:

SLIDE #	SLIDE	NARRATION
9	Title: Norris G. Haring Alice H. Hayden	NORRIS G. HARING AND ASSOCIATE DIRECTOR ALICE H. HAYDEN, IS THE HEART OF THE MODEL PRESCHOOL CENTER.
10	EEU Building	THE NEW EXPERIMENTAL EDUCATION UNIT FACILITY WAS COMPLETED AND OCCUPIED IN MARCH, 1969. It HOUSES THE EEU PROFESSIONAL TRAINING, RESEARCH AND SERVICE STAFFS AS WELL AS SUPPORTING SERVICES. THERE ARE FIFTEEN TEACHING STATIONS WHICH SERVE HANDICAPPED CHILDREN BETWEEN THE AGES OF BIRTH TO EIGHTEEN.
11	Reception Area	THE ATTRACTIVE RECEPTION AREA IS THE PRINCIPAL POINT OF ENTRANCE FOR PUPILS, PARENTS, STAFF MEMBERS AND VISITORS. OVER 10,000 VISITORS PER YEAR COME TO THE UNIT FROM MANY STATES AND FOREIGN COUNTRIES. CHILDREN ARE BROUGHT TO THE EXPERIMENTAL EDUCATION UNIT BY SCHOOL BUSSES AND PRIVATE TRANSPORTATION.
12	Title: (List of Project personnel) Hayden-Project Director Allen-Preschool Coordinator Rieke-Communication Coordinator Dmitriev-Down's Syndrome Program Coordinator	THE UNIT PROVIDES A MULTIDISCIPLINARY SETTING FOR TRAINING STAFF AND TRAINEES IN THE MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN.

SLIDE #	SLIDE	NARRATION
13	Title: Facilities for Training Instructional Center	THE FACILITIES FOR TRAINING INCLUDE------ THE INSTRUCTIONAL CENTER WHICH IS HEAVILY SCHEDULED FOR PARENT-TEACHER MEETINGS, WORKSHOPS, CONFERENCES, ORIENTATION SESSIONS, SEMINARS AND TRAINING SESSIONS. IT IS WELL EQUIPPED FOR VISUAL AND AUDITORY PRESENTATIONS OF ALL TYPES. THE INSTRUCTIONAL CENTER SEATS 100 PEOPLE, BUT ADDITIONAL SEATING MAY BE MADE AVAILABLE SO THAT UP TO 120 PEOPLE CAN BE ACCOMMODATED.
14	Library	AVAILABLE TO THE WHOLE STAFF IS THE LIBRARY FACILITY WHICH CONTAINS CURRENT PERIODICAL LITERATURE AND MATERIALS PREPARED AT THE EXPERIMENTAL EDUCATION UNIT. SPECIALIZED PROFESSIONAL LIBRARIES IN THE CLINICAL TRAINING UNIT AND THE HEALTH SCIENCES' LIBRARY ARE ALSO OPEN TO STAFF MEMBERS AND TRAINEES.
15	Communications Observation Booth	THE OBSERVATION BOOTHS WHICH ARE AN IMPORTANT PART OF EACH CLASSROOM UNIT ARE EXCELLENT FACILITIES FOR TRAINING NEW STAFF MEMBERS, TRAINEES, AND PARENTS.

SLIDE #	SLIDE	NARRATION
16	Booth - Trainees	THIS PICTURE SHOWS TRAINEES FROM SPEECH PATHOLOGY AND AUDIOLOGY RECEIVING TRAINING IN ONE OF THE OBSERVATION BOOTHS IN THE MODEL PRESCHOOL COMMUNICATION PROGRAM.
17	Preschool Booth (10-Second Timer)	IN THIS PRESCHOOL OBSERVATION BOOTH, THE TRAINEE IS LEARNING TO RECORD DATA AT PARTICULAR TIME INTERVALS WITH A SPECIAL AUDIO TONE WHICH THE TRAINEE HEARS THROUGH AN EARPHONE. THIS INDICATES WHEN DATA SHOULD BE RECORDED FOR TIME SAMPLES. TWO DATA COLLECTORS MAY USE THE DEVICE SIMULTANEOUSLY TO CHECK RELIABILITY IN RECORDING.
18	Eileen Allen & Parents	THE OBSERVATION BOOTHS ARE ALSO USEFUL FOR PARENT INSTRUCTION WHICH IS AN ESSENTIAL PART OF THE MODEL PRESCHOOL PROGRAMS. HERE EILEEN ALLEN, PRESCHOOL COORDINATOR, WORKS WITH PARENTS SO THAT THEY MAY APPLY SOME OF THE SAME PROCEDURES USED IN THE PRESCHOOL PROGRAM IN THE HOME SETTING.

SLIDE #	SLIDE	NARRATION
19	Title: Training Programs	THERE ARE FOUR TYPES OF PROGRAMS WITHIN THE MODEL PRESCHOOL CENTER PROJECT. ONE PRESCHOOL PROGRAM IS COORDINATED BY MRS. EILEEN ALLEN. THE COMMUNICATION PROGRAMS ARE COORDINATED BY MRS. JANE KIEKE, THE DOWN'S SYNDROME PROGRAMS ARE COORDINATED BY MRS. VALENTINE DMITRIEV. THE CENTER STAFF ALSO WORK IN MORE THAN A DOZEN FIELD PROGRAMS WHICH SERVE A TOTAL OF MORE THAN 600 CHILDREN. HERE IS A HEAD PRESCHOOL TEACHER SHOWN WITH TWO INTERNS LOOKING AT DATA ON A PARTICULAR CHILD. EACH PRESCHOOL CLASSROOM HOUSES TWO GROUPS OF PRESCHOOL CHILDREN DAILY. ORDINARILY, THE YOUNGER CHILDREN ARE PLACED IN MORNING CLASSES AND OLDER PRESCHOOL AGE CHILDREN ARE SERVED IN AFTERNOON SESSIONS. IN THE MODEL PRE-SCHOOL CLASSROOMS AT THE UNIT, FROM 120 TO 135 HANDICAPPED CHILDREN ARE SERVED EACH YEAR.
20	Down's Syndrome Child	THE NEWEST PROGRAMS ARE FOR DOWN'S SYNDROME CHILDREN. THERE IS AN INFANT LEARNING PROGRAM FOR MOTHERS AND YOUNG

SLIDE #	SLIDE	NARRATION
20 Cont.		CHILDREN FROM BIRTH TO 18 MONTHS OF AGE; ANOTHER PROGRAM SERVES CHILDREN BETWEEN 19 MONTHS TO 3 YEARS OF AGE; AND YET ANOTHER PROGRAM IS PROVIDED FOR CHILDREN 3-5 YEARS OF AGE. A NUMBER OF THE CHILDREN IN THE 3-5 YEAR DOWN'S SYNDROME PROGRAM HAVE BEGUN TO READ, ALTHOUGH THIS WAS CERTAINLY NOT INITIALLY A STAFF EXPECTATION NOR A SPECIFIC OBJECTIVE OF THE PROGRAM. A TOTAL OF 38 DOWN'S SYNDROME CHILDREN ARE NOW BEING SERVED IN THESE PROGRAMS.
21	Hearing Impaired	IN THE COMMUNICATION PROGRAMS, TWO CLASSROOMS SERVE FOUR GROUPS OF PRESCHOOL AGE CHILDREN WITH COMMUNICATION DISORDERS. ONE CLASSROOM IS FOR HEARING IMPAIRED CHILDREN. THE MORNING GROUP IS FOR YOUNG DEAF CHILDREN 2 TO 3 YEARS OF AGE. THE AFTERNOON GROUP IS FOR OLDER HEARING IMPAIRED (RUBELLA) CHILDREN. THESE CHILDREN, WHO WERE PREVIOUSLY TAUGHT BY THE AURAL-ORAL APPROACH, WERE NOT PROGRESSING AS RAPIDLY AS WAS EXPECTED, SO A TOTAL COMMUNICATIONS APPROACH IS NOW USED TO INCREASE THE CHILDREN'S PROFICIENCY IN THE ACQUISITION OF COMMUNICATION SKILLS.

SLIDE #	SLIDE	NARRATION
22	Language Disorders	THE SECOND CLASSROOM IN THE COMMUNICATION PROGRAMS IS FOR SERVICE TO CHILDREN WITH LANGUAGE OR SPEECH DISORDERS WHICH ARE NOT ASSOCIATED WITH HEARING LOSSES. THE PRESCHOOL TEACHER AND A SPEECH THERAPIST WORK IN THE CLASSROOM AS A TEAM WITH THESE CHILDREN.
23	Title: Field Program	FIELD PROGRAMS HAVE BEEN EXPANDED CONSIDERABLY IN THE PAST YEAR.
24	Head Start	TWO OF THE FIELD PROGRAMS ARE LOCATED IN THE CENTRAL AREA AND ARE OPERATED IN COLLABORATION WITH HEAD START. TRAINING FOR TEACHERS AND PARAPROFESSIONAL PERSONNEL IN THE PROGRAMS TAKES PLACE IN THE COMMUNITY CLASSROOMS AND IN SPECIAL TRAINING SESSIONS CONDUCTED AT THE EXPERIMENTAL EDUCATION UNIT.
25	Deaf Blind	ANOTHER FIELD PROGRAM IS OPERATED IN COLLABORATION WITH THE SEATTLE PUBLIC SCHOOLS AND THE NORTHWEST REGIONAL CENTER FOR DEAF-BLIND CHILDREN. THIS PROGRAM WAS BEGUN IN MARCH, 1970.
26	Down's Syndrome	MRS. DMITRIEV HAS ALSO BEEN WORKING WITH DOWN'S SYNDROME INFANTS AND THEIR MOTHERS IN FIELD SETTINGS.

SLIDE #	SLIDE	NARRATIVE
27	Down's Syndrome (EEU)	SOME SESSIONS WITH THESE GROUPS ARE ALSO HELD IN FACILITIES AT THE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER.
28	Title: Staff Training Process	THE STAFF TRAINING PROCESS BEGINS WITH A CAREFUL SELECTION OF TRAINEES. ALL
29	Interview	STAFF MEMBERS ARE EXPECTED TO ADVANCE THEIR PROFESSIONAL PREPARATION, AND SINCE MOST OF THE PROGRAMS WHICH WOULD PROVIDE FURTHER TRAINING IN SPECIAL EDUCATION ARE AT THE GRADUATE LEVEL, TRAINEES MUST BE ELIGIBLE FOR ADMISSION TO THE GRADUATE SCHOOL AND TO AN ADVANCED DEGREE PROGRAM IN SPECIAL EDUCATION.
30	Interview	AFTER IT HAS BEEN DETERMINED THAT TRAINEES ARE ADMISSIBLE TO THE GRADUATE SCHOOL AND TO AN ADVANCED DEGREE PROGRAM, DR. HARING, DR. HAYDEN AND THE EXPERIMENTAL EDUCATION UNIT SCHOOL PRINCIPAL
31	Interview	INTERVIEW THE PROSPECTIVE TRAINEES TO DETERMINE THEIR INDIVIDUAL GOALS AND OBJECTIVES AND TO CONSIDER WHAT PARTICULAR PLACEMENT OR ASSIGNMENT IN AN EXPERIMENTAL EDUCATION UNIT PROGRAM WOULD BE MOST APPROPRIATE FOR EACH TRAINEE.

SLIDE #	SLIDE	NARRATION
32	Mexican Trainee	TRAINEES FROM OTHER PROGRAMS MAY ALSO BE ACCOMMODATED AT THE EXPERIMENTAL EDUCATION UNIT. A SPECIAL ARRANGEMENT WITH THE DIVISION OF CONTINUING EDUCATION MAKES IT POSSIBLE FOR THESE STUDENTS TO REGISTER FOR CREDIT FOR PRACTICUM TRAINING IN THE UNIT. THIS SLIDE SHOWS A TRAINEE FROM MEXICO WHO WORKS WITH HANDICAPPED CHILDREN IN HER OWN COUNTRY.
33	Antioch Student	ANTIOCH COLLEGE HAS ARRANGED WITH THE EEU TO HAVE SELECTED STUDENTS PLACED AT THE UNIT FOR A SIX-MONTH PERIOD OF INTENSIVELY SUPERVISED PRACTICUM EXPERIENCE. THIS IS ONE OF A NUMBER OF STUDENTS FROM ANTIOCH WHO HAVE COME TO THE UNIT ON THIS ARRANGEMENT.
34	Samoan Teachers	FOUR TEACHERS FROM THE EARLY CHILDHOOD EDUCATION PROGRAM IN AMERICAN SAMOA RECENTLY SPENT SIX WEEKS AT THE EXPERIMENTAL EDUCATION UNIT IN A SPECIAL TRAINING PROGRAM. THEY WERE A DELIGHTFUL AND HARD-WORKING GROUP. THEY ARE SHOWN HERE WITH MRS. ALLEN IN ONE OF THE PRE-SCHOOL CLASSROOMS.

SLIDE #	SLIDE	NARRATION
35	Conjoint Class	ANOTHER UNIQUE ASPECT OF THE TRAINING PROGRAM IS THE CONJOINT COURSE ON DIAGNOSIS AND MANAGEMENT OF THE YOUNG HANDICAPPED CHILD TAUGHT BY FACULTY REPRESENTATIVES FROM NINE DIFFERENT DISCIPLINES.
36	Preschool Outdoor Classrooms	THE FOCUS OF THE PRESCHOOL PROGRAM IS ON DEVELOPING AND EXTENDING MOTOR, SOCIAL, COMMUNICATION, AND PRE-ACADEMIC SKILLS. THUS, TEACHERS ARE TEACHING AT ALL TIMES, EVEN IN THE OUTDOOR CLASSROOM SITUATIONS, WHERE SPECIFIC CONCENTRATION MAY BE ON DEVELOPING GROSS MOTOR SKILLS AND GOOD SOCIAL INTERACTIONS.
37	Wheelchair Child	EVEN THE WHEELCHAIR CHILD NEED NOT BE DEPRIVED OF THESE EXPERIENCES.
38	Hammer & Nails	FINE MOTOR SKILLS ARE DEVELOPED THROUGH USE OF A VARIETY OF MANIPULATIVE TASKS;
39	Table Painting	AS WELL AS THROUGH THE MANY EXPERIENCES WITH CREATIVE MATERIALS THAT THE TEACHERS PROVIDE.
40	Preacademic	DURING THE PREACADEMIC PERIOD EACH CHILD IS GIVEN INDIVIDUALLY PROGRAMMED MATERIAL AND INDIVIDUAL DATA ARE KEPT, EVEN THOUGH THE CHILDREN ARE SITTING AT A TABLE AS A GROUP.

SLIDE #	SLIDE	NARRATION
41	Individual Attention	THERE ARE TIMES, OF COURSE, WHEN A CHILD MAY NEED INDIVIDUAL ATTENTION AND THIS, TOO, CAN BE ARRANGED IN A WELL-STRUCTURED PRESCHOOL PROGRAM.
42	Attribute Game	CONCEPT DEVELOPMENT IS AN INTEGRAL PART OF EACH DAY'S PROGRAM
43	Flannel Board	AS ARE ACTIVITIES DESIGNED TO EXTEND LISTENING AND EXPRESSIVE LANGUAGE SKILLS.
44	Block Play	SHARING, TAKING TURNS AND COOPERATIVE INTERACTION ARE BASIC SOCIAL SKILLS THAT TEACHERS ARE CONSTANTLY REINFORCING AS THE CHILDREN ENGAGE IN A VARIETY OF SELF-INITIATED ACTIVITIES;
45	Head Start Lunch	LUNCH TIME, FOR CHILDREN IN A HEAD START PROGRAM, IS A TIME FOR HELPING THEM LEARN TO ENJOY A VARIETY OF FOODS IN A COMFORTABLE SOCIAL SETTING.
46	Staff Training	FREQUENT STAFF TRAINING MEETINGS SUCH AS THIS ONE WHICH WAS HELD IN THE TEACHERS' PREPARATION ROOM ARE HELD FOR SPECIAL PURPOSES OR FOR SHARING OF INFORMATION AND DATA.

SLIDE #	SLIDE	NARRATION
47	Staff Training Conference Room	OTHER STAFF SESSIONS OR SMALL GROUP MEETINGS MAY BE HELD IN THE TEACHERS' LOUNGE OR IN THE CONFERENCE ROOM WHERE THIS PICTURE WAS TAKEN.
48	Observation Booth Teacher & Intern	INDIVIDUAL INSTRUCTION MAY TAKE PLACE IN ONE OF THE OBSERVATION BOOTHS,
49	Outdoor Classroom	OR IN ONE OF THE OUTDOOR CLASSROOMS WHICH IS AN INTEGRAL PART OF EVERY CLASSROOM UNIT.
50	Covered Play Area	ALSO, INDIVIDUAL INSTRUCTION TAKES PLACE IN THE OUTDOOR COVERED PLAY AREA WHERE THERE ARE BENCHES FOR OBSERVERS AND DATA TAKERS.
51	Classroom	COORDINATORS OR HEAD TEACHERS FREQUENTLY DEMONSTRATE INSTRUCTIONAL PROCEDURES FOR INTERNS AND TRAINEES ON SPECIAL PROJECTS.
52	Classroom	MASTER TEACHERS ALSO DEMONSTRATE RESEARCH PROCEDURES AND TAKE DATA WITH TRAINEES TO CHECK RELIABILITY IN OBSERVATION AND RECORDING. THERE ARE MANY DIFFERENT WAYS OF RECORDING DATA.
53	Recording on Event Sheets	ONE OF THE WAYS IS TO TAKE DATA WITH PENCIL AND PAPER OR TO RECORD INFORMATION ON EVENT SHEETS WHICH HAVE BEEN DEVELOPED AT THE UNIT FOR RECORDING DATA OVER TIME.

SLIDE #	SLIDE	NARRATION
53 Cont.		THE NUMBER OF CORRECT AND ERROR RESPONSES AND OTHER PERTINENT INFORMATION MAY BE RECORDED ON THESE SHEETS.
54	Teacher & Trainee	HERE A TEACHER SHOWS A TRAINEE HOW TO USE PAPER AND PENCIL TECHNIQUES FOR RECORDING DATA.
55	Timers	ORDINARY TIMERS SUCH AS THOSE SHOWN HERE SERVE MANY USEFUL PURPOSES FOR BOTH TEACHERS AND PUPILS AND AID IN RECORDING INFORMATION OVER TIME.
56	Prompter & Teacher	A VALUABLE DEVICE FOR TRAINER AND TRAINEE IS THE PROMPTING SYSTEM, USING THIS OR SIMILAR EQUIPMENT, A MASTER TEACHER MAY PROMPT A TRAINEE FROM THE OBSERVATION BOOTH.
57	Trainee & Receiver	THE TRAINEE RECEIVES THE MESSAGE IN THE CLASSROOM THROUGH A WIRELESS RECEIVER AND EARPHONE. THE TRAINEE USUALLY KNOWS WHEN HELP IS NEEDED AND APPRECIATES THE IMMEDIATE ASSISTANCE AND GUIDANCE OF THE MASTER TEACHER. IT IS MUCH EASIER AND MORE EFFICIENT TO PREVENT ERRORS IN CLASSROOM MANAGEMENT AND INSTRUCTION THAN IT IS TO CORRECT THEM. ALSO, IN TRAINING, IMMEDIATE FEEDBACK TO THE TRAINEE HELPS

SLIDE #	SLIDE	NARRATION
57 Cont.		STRENGTHEN THE CORRECT RESPONSE.
58	Remote TV Camera	ANOTHER VALUABLE AID IN TRAINING IS THE TELEVISION CAMERA WHICH CAN BE PLACED IN A FIXED POSITION IN THE CLASSROOM,
59	TV Control	AND CONTROLLED FROM THE OBSERVATION BOOTH.
60	Teachers & TV Set	THE STAFF AND TRAINEES CAN THEN REVIEW THE CLASSROOM ACTIVITIES ON A MONITOR IN THE CLASSROOM AFTER THE CHILDREN HAVE LEFT THEIR SESSION.
61	Intern Teaching	THE INTERN OR TRAINEE CAN ALSO BE VIDEO-TAPED IN THE CLASSROOM,
62	Intern Watching Playback	AND SEE AN IMMEDIATE REPLAY TO CRITIQUE HER OWN PERFORMANCE.
63	Instructional Center	CLOSED CIRCUIT TELEVISION IS A VALUABLE ADJUNCT FOR USE WITH LARGE GROUPS IN THE INSTRUCTIONAL CENTER.
64	Eileen Allen & TV Console	IN THIS PICTURE MRS. EILEEN ALLEN IS COMMENTING ON WHAT IS GOING ON IN THE CLASSROOM FROM THE OBSERVATION BOOTH SO THAT OBSERVERS OF CCTV WILL HAVE A CONCURRENT INTERPRETATION OF THE ACTIVITIES THEY ARE WATCHING. MRS. ALLEN WILL LATER JOIN THE GROUP IN THE INSTRUCTIONAL CENTER TO ANSWER ANY QUESTIONS OR TO PROVIDE FURTHER EXPLANATIONS.

SLIDE #	SLIDE	NARRATION
65	Jane Rieke & "Telectern"	ANOTHER INTERESTING WAY OF TRAINING LARGE GROUPS IN THE INSTRUCTIONAL CENTER IS THROUGH THE USE OF DOUBLE MONITORS. HERE MRS. JANE RIEKE IS SHOWN AT THE "TELECTERN" WHERE SHE CAN SEE THE PICTURE COMING FROM THE CLASSROOM ON ONE OF THE MONITORS.
66	View from Audience	THE AUDIENCE CAN ALSO SEE THIS SAME PICTURE FROM THE CLASSROOM ON THE UPPER MONITOR. ON THE LOWER MONITOR THEY ARE VIEWING THE SPECIFIC DATA MRS. RIEKE IS RECORDING ABOUT THE CHILD BEING STUDIED.
67	Speech Therapist & recorder	OF CONSIDERABLE USE IN THE SPEECH THERAPY ROOMS FOR RECORDING SPEECH IS THE TYPICAL MAGNETIC TAPE RECORDER.
68	Cassette Recorder Projector & Response Panel	PROGRAMMED INSTRUCTION FOR TRAINEES CAN BE PROVIDED WITH THIS EQUIPMENT. THE CASSETTE RECORDER CAN BE PROGRAMMED NOT ONLY TO CHANGE SLIDES, BUT TO STOP WHEN A RESPONSE IS REQUIRED. THE TRAINEE HAS A RESPONSE PANEL WITH FIVE RESPONSE CHOICES. BY PUSHING THE APPROPRIATE BUTTON, HE AUTOMATICALLY PUNCHES AN IBM CARD. THE CARD BECOMES A PERMANENT

SLIDE #	SLIDE	NARRATION
68 Cont.		RECORD OF HIS RESPONSES. THIS DEVICE WILL GREATLY ASSIST IN INSTRUCTION AND IN THE MODIFICATION OF PROGRAMMED INFORMATION.
69	Title: Evaluation	EVALUATION IS NEVER A SIMPLE PROCESS, WHEN TRYING TO MEASURE PERFORMANCE OBJECTIVES OF CHILDREN AND TRAINEES. THE DATA COLLECTED THROUGH THE DIFFERENT RECORDING PROCEDURES DESCRIBED MUST BE ANALYZED TO DETERMINE INDIVIDUAL PROGRESS TOWARD SPECIFIC BEHAVIORAL OBJECTIVES. THE INSTRUCTIONAL PROCEDURES IN THE MODEL PRESCHOOL CENTER INCLUDE AN ONGOING DATA COLLECTION AND ANALYSIS SYSTEM
70	Meeting for Analysis	WHICH IS USEFUL FOR MAKING TEACHING DECISIONS ON EVERY CHILD'S OR TRAINEE'S PROGRAM.
71	Meeting	ANALYSES OF GROUP DATA ON TRAINEES OR CHILDREN FOR WHOM THERE ARE COMMON BEHAVIORAL OBJECTIVES CAN POINT UP WEAKNESSES OR INEFFICIENCIES IN PROGRAMS WHICH CAN THEN BE CORRECTED.
72	Child returned to Classroom	THE REAL TEST, OF COURSE, IS HOW THE CHILD WILL PERFORM IN A REGULAR OR SPECIAL

SLIDE #	SLIDE	NARRATION
72 Cont		CLASSROOM WHEN HE RETURNS TO A SCHOOL PLACEMENT IN HIS HOME COMMUNITY. THIS PICTURE OF A CHILD (NEXT TO THE TEACHER) WHO HAS BEEN RETURNED TO A CLASSROOM IN HIS COMMUNITY SHOWS THE CHILD CONTINUING TO FUNCTION ADEQUATELY IN HIS NEW PLACEMENT IN THE COMMUNITY SETTING.
73	Bonnie at EEU	BONNIE WAS A TRAINEE IN BOTH THE COMMUNICATION AND PRESCHOOL PROGRAMS.
74	Bonnie Teaching	HER APPEARANCE NOW SOMEWHAT CHANGED, SHE IS SHOWN AS SHE TRAINS HER OWN ASSISTANT IN A SPECIAL SCHOOL FOR HANDICAPPED CHILDREN WHERE SHE IS NOW TEACHING.
75	Experimental Education Unit	FEEDBACK FROM CHILDREN AND TRAINEES IS A VERY IMPORTANT PART OF THE MODEL PRESCHOOL PROGRAM AND IS USED CONSTANTLY FOR IMPROVING INSTRUCTION FOR CHILDREN AND IN THE TRAINING PROGRAM FOR STAFF AND TRAINEES NOT ONLY IN THE EXPERIMENTAL EDUCATION UNIT,
76	CDMR Center	BUT IN THE ENTIRE CHILD DEVELOPMENT AND MENTAL RETARDATION CENTER AND IN OTHER TYPES OF SETTINGS AS WELL.
77	Credit: CDMRC Media Services	